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ABSTRACT

Noting the diminishing interinstitutional mobility among community college faculty, this paper examines current staff development practices and outlines recommendations for improving staff development at Valencia Community College (VCC). The paper first argues that traditional staff development activities, such as sabbatical leaves and research support, emphasize potential job mobility and must be changed to effect the professional renewal of a static work force. Drawing on survey responses from 31 two-year colleges, the paper then analyzes common sabbatical and professional leave policies in terms of philosophy, eligibility requirements, number of leaves available, salaries, requirements for continued service after the leave, and application procedures. Next, the paper reviews VCC's sabbatical leave policies, notes factors affecting policy implementation, and describes its overall staff development program. It then recommends the creation of new sabbatical leave policies and of a centrally coordinated development office and the allocation of money for retraining professional staff. The paper concludes with a plea for innovative staff development efforts. Appendices include a statement of VCC's policies and procedures for professional leaves; quotations from relevant sections of the Florida Administrative Code; survey findings; a follow-up report on professional leave in Washington; and salary data. (JP)

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DEFERRED MAINTENANCE OR INSTITUTIONAL RENEWAL?

PROFESSIONAL DEVELOPMENT LEAVES

AT

VALENCIA COMMUNITY COLLEGE

Kenneth B. White

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Breaking the linear pattern, realizing that life is developmental, accepting the cyclic life plan-----therein lies the power and the force of human creativity for managers, [and] faculty members, . . . as potential human forces for change and creativity in the future.

Paul Elsner

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Higher education has undergone significant change in the past two decades. Basic purposes have remained the same, yet the structure and size are different, financial support mechanisms have been modified, the student profile has changed, and the needs of the faculty member are expressly different.

As we move into the 1980's we are faced with challenges on several fronts. The proportion of higher education institutions losing ground financially is on the increase, both nationally and locally.[1] Public demand for fiscal accountability and educational credibility are on the rise.

Change is also affecting the student population. The number of "traditional" college-bound 18 to 24 year olds is declining and will continue to decrease over the next two decades by almost twenty-five percent. The typical student today is employed, attending college part-time, female, and likely to be married or the head of a household. Student motivation has also shifted significantly in recent years. The student bent toward social issues has subsided. Contemporary student attitudes reflect a visible determination to be "very well off financially."

Faculty concerns and expectations are shifting with the changing market. Community college faculty are teachers. "But with the changing

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[1]See Appendix F

composition of the student body, the rewards of teaching have declined. Ninety-six percent of faculty believe that students with whom they have close contact are seriously deficient in basic skills." Faculty increasingly see themselves being asked to give more while getting less.

In the past, job mobility partially offset concerns over quality and salary. It created a belief that the future would be better or, at least, different. Now, however, faculty are part of a largely immobile profession. The traditional means of professional growth and advancement, interinstitutional mobility, has all but disappeared.

Nationally, a large percentage of faculty are middle-aged (48% of full-time faculty are between 35 and 50) and the majority are tenured.[2] If current trends continue, by the 21st Century far more faculty will be 66 and over than will be 35 and younger. These changes in higher education have resulted in faculty members' being mismatched in their career objectives.

Higher education is responding to the philosophical implications of these issues in a variety of ways, not the least of which are programs for members of the education community designed to facilitate and accommodate change. Traditional means of faculty and institutional renewal have included sabbatical leaves, research support, encouragement of professional travel, and other strategies which encouraged individuals to update their knowledge of the academic discipline, to increase their professional contacts, and to enhance their credentials. These strategies emphasized potential mobility as a development process.

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[2]Statistics show that Valencia is within these national trends.

Because the environment within which it operates is changing, professional development itself must be modified. "Like society as a whole, the educational community must become cognizant of the fact that its resources are finite and that renewal and recycling efforts are essential." Although the more traditional components of professional renewal are viable avenues for self-improvement, such approaches are inadequate mechanisms for dealing in a more comprehensive manner with the contemporary problems of professional development.

While this situation is national in scope, it is local in impact. Valencia Community College recognizes that the changing environment requires new approaches. As a part of its effort to develop these approaches, a survey was conducted of the sabbatical and/or extended professional leave policies of thirty-six community colleges representing seven states.

The following brief analysis is based on the information obtained from thirty-one of the institutions involved in the survey.[3] The information will also serve as the foundation for an analysis of Valencia's policies and for recommendations for a more comprehensive professional development policy.

Of the colleges responding to the survey, all but one provide some form of paid professional leave. Beyond this broad category, however, there is little that approaches consensus. While institutions may agree on particular procedural grounds, each has provided for its needs by establishing a unique policy. To provide for a systematic analysis of

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[3]This report also includes data on the community college system in Washington State. That information has been included as Appendix D.

the responding institutions, policies can be divided into the following seven categories:

I. Philosophy
II. Priorities
III. Eligibility
IV. Availability
V. Salary
VI. Return to Service
VII. Procedure

I. Philosophy

Aside from the decision to provide professional leaves, an institution's most significant statement is its philosophy regarding those leaves. There are two basic positions. The first is that the leave is to be for the primary benefit of the recipient and secondarily for the institution. Santa Fe Community College's policy reflects this first viewpoint and states, "Professional Leave is leave granted to an employee to engage in activities which will result in his or her professional benefit or advancement and which may incidentally bestow benefit upon the college."

A second approach places the emphasis on the institution. Brevard Community College, for example, allows for "extended professional leave with pay. . .when such leave will enhance educational effectiveness, improve the educational program, or is considered to be in the best interest of the college." This attitude is expressed most often in California community colleges where the State Education Code (87767) allows that sabbatical leaves may be granted, ". . .for the purpose of permitting

study or travel by an employee which will benefit the school and the pupils of the district."

II. Priorities

The philosophy of the institution regarding professional leaves is also reflected in the priorities established for the granting of leaves to eligible staff members. Several institutions give substantial consideration to seniority, some placing it first on their priority list. Still other institutions give substantial recognition to "past performance" at the college by giving it a high rating. There is broad disagreement on this point with some colleges wishing to give considerable recognition to "meritorious work already done," while others state that a sabbatical is "not granted as a reward for work already done." The most significant factor here is that the priorities established for selection should clearly reflect the overall institutional philosophy. Every effort should be made to avoid conflict between the leave philosophy and the implementation process.

III. Eligibility

With philosophy and criteria established, the next step is the determination of eligibility. Here, again, institutions reflect substantial differences. However, where patterns were more easily discernable under philosophy and priorities, there is little or no agreement on eligibility. The number of years of service required for a sabbatical or professional leave vary from a low of three to a high of seven. While the traditional view of a sabbatical is that it comes in the seventh year of service, there is no longer any collective agreement on that point. Of those institutions responding, eight require three years of prior service,

one requires four years, six schools expect five years of full-time service, seven have held to the traditional six years of prior service, and fully eight demand seven years of service.

IV. Availability

In conjunction with determining the years of service necessary for eligibility, institutions must also determine the number of leaves to be granted annually. Policy here ranges from no set percentage or number to five percent of the professional staff. Actually, the majority of institutions surveyed reported no specific policy, while eleven colleges do maintain a policy. Pasco-Hernando Community College represents the lower limit of these schools with one person eligible per year. At the top end, three institutions annually allow five percent of their staff to obtain leave.

V. Salary

Salary is yet another important consideration. There is clearly no unanimity in this regard and little that approaches a consensus. Each institution has likely taken its own fiscal setting into consideration and drafted a policy which for them reflects financial responsibility. Survey results indicate that more (8) institutions provide fifty percent of annual salary than any other single plan. Yet there is such diversity as to frustrate any attempt to systematize the data. The information on the Washington State system (Appendix D) specifically addresses the questions of salary and fiscal responsibility.

VI. Return to Service

A significant aspect of virtually every policy is the requirement of continued service once the leave is completed. Again, unanimity is not reflected in the policies but consistency of purpose does exist. A plurality of institutions call upon the recipient to return and serve the college for one year after the leave is taken. Several (5) require two years, others (7) expect twice the amount of time of the leave, while three expect service equal to the leave period. Valencia is somewhat vague in its policy. No guidelines exist under the extended leave policy. The SPD-generated sabbatical policy expects recipients to "indicate a commitment to return and contribute new knowledge or skill." Those requiring the staff member to return also include a payback provision in the event of default.

VII. Procedure

With basic guidelines set, the final factor is the actual institutional procedure for distribution of available leaves. The vast majority of institutions distribute leaves through the committee process; however, virtually every college has developed its own unique plan within the general committee framework. Most institutions expect a detailed application which spells out the activities to be undertaken during the leave period. Specific selection criteria must be addressed by the applicant (i.e., years of service where seniority is a priority; value to college where that is a priority; impact on department during leave where that is a priority).

Applications may go to the Personnel Office where they are reviewed against basic eligibility criteria. They might then be forwarded to a

leave committee, generally composed of faculty and administration, which evaluates applications and makes recommendations to the president. The president would then take the recommendation to the Board for approval.

These survey results reflect one significant fact. The policies and procedures of most institutions do not always demonstrate the depth or breadth of their development efforts. A reading of the responses shows little that is new or unique in professional development. While there may be considerable development activity under way, it is outside the policy language of the responding institutions.

Valencia Policy and State Guidelines

It might be well at this point to review Valencia's policy as it addresses the questions of extended professional leave and sabbatical leave. Valencia currently has two distinct policies, one for each type of leave. Of the two, the least well-defined is that which is found in the Valencia Community College Policy Manual. This policy (6Hx28:8-07) presents the college position on extended professional leave. It states:

> Extended Professional Leave - Extended professional leave with or without pay beyond fifteen (15) duty days for professional study or travel may be granted by the Board.

In addition to the Board policy, the college also provides for long term or sabbatical leaves within its Staff and Program Development Guidelines. These guidelines, which are more thoroughly elaborated, state:

Long Term or Sabbatical Leave

Any full-time employee may receive SPD funding for up to one-half pay for a period of time not to exceed twelve months.

1. The applicant must have been employed full time at Valencia Community College for a period of three years.

2. No applicant shall be eligible for a subsequent award until completion of three years of full-time employment following termination of previous sabbatical.

3. The applicant is not eligible for any other SPD funding for any reason during the term of the leave.

4. The applicant must indicate a commitment to return and contribute new knowledge or skill to Valencia Community College.

5. The program should lead to a higher degree or clearly indicate probable improvement in the applicant's career competencies.

6. Applicant must make satisfactory progress toward completion of the program. Grade reports or other evidence of this progress will be required.

These policies, interestingly, provide only a limited view of the development program at the institution. A reading of the two policies says nothing of actual implementation or of the efforts underway in areas technically unrelated to the policies.

The extended leave policy is currently not an active segment of the college development effort. There is no evidence that it is used for development and, in fact, the impetus for this study comes from the inertia of the policy. The sabbatical leave policy is operational. Those who wish to obtain a sabbatical leave, however, must compete with all other projects submitted for funding. The fact that approximately forty percent (40%) of annual SPD monies are allocated to tuition reimbursement and travel limits funds available for sabbaticals. There may be a natural reluctance to fund

sabbaticals in competition with other projects because of the expense. A sabbatical listed in an SPD proposal at $10,000 to $12,000 gives the sometimes misleading appearance of being extremely costly in relation to other proposals. It should also be mentioned that the inclusion of sabbaticals under SPD constitutes a passive policy. That is, there is no mechanism to promote sabbaticals as an on-going and dynamic professional development opportunity. Instead, sabbaticals must compete with any and every idea submitted for funding.

State guidelines are another force to be considered. The state, like Valencia, has two distinct policies related to professional leaves. State guidelines in the Florida Administrative Code relate directly to the source of funding. Leaves funded by general operating funds must make a contribution to the teaching profession or they must be for the professional benefit or advancement of the employee or "contribute to the profession of teaching or to the benefit of the institution." Leaves funded by Staff and Program Development funds are to be for the direct benefit of the college rather than the recipient personally.

The source of funding can be an important consideration in policy development. Broadly speaking, a college emphasizing personal over institutional benefit should fund the program through general operating funds. Those sanctioning college over personal benefit should fund under SPD. There is some room for interpretation and institutional prerogative under the state code. A careful reading of the citations and analysis in Appendix B is advisable.

Professional Development At Valencia

The policies discussed above represent only a part of the college's development effort. A closer look reveals additional components which are described below.

Staff and Program Development

Valencia, as all twenty-eight community colleges in Florida, receives annual funding for Staff and Program Development. Each year the college is allocated two percent of the previous year's operating budget for SPD. Valencia, like its counterparts, has used these funds for various activities, ranging from subscriptions to studies for the more effective use of faculty resources, and from course development to hiring tutors. Disbursement of Staff and Program Development funds is made through the College-Wide SPD Committee which is chaired by the Vice President for Institutional Services. The committee accepts and evaluates staff applications for these funds on a semi-annual basis. Funds for this program have grown substantially over the years. The 1980-81 budget is $227,250.33.

AIDP

Under a Title III (AIDP) grant, funded in 1976, Valencia established the Curriculum and Instructional Development Center. Each year, for the five years of funding, the Center has accepted up to ten applicants for a year of curricular and professional development. Participants are given sixty percent release time from their normal teaching assignments to work on specific instructional innovations. Under the guidance of the Director of Instructional Development, CID members supplement their individual projects with regularly scheduled group meetings.

At the end of the 1981 calendar year, the Center will cease operation. At that time, it will have assisted in the professional development of over forty full-time faculty.

Office of Instructional Development

In 1979, Valencia established the college-wide position of Director of Instructional Development. This individual "provides leadership to the faculty in the continuous improvement of the instructional component of the college by assisting with research, evaluation, development of instructional materials and systems, and information concerning innovations." This applies to adjunct as well as full-time faculty.

These three segments are the foundation of Valencia's professional development program. While the college can be credited with an exemplary program, the emerging needs of the next two decades will require some modification. Specifically, it is recommended that Valencia move toward a more coordinated and comprehensive professional development program. With this in mind the following recommendations are presented:

Recommendations

1. *The college should establish a policy for Professional Development Leaves.*

   This policy would supplement and enhance the current instructional [illegible]pment program and also meet the emerging desires for a sabbatical leave policy. Yet it would go beyond the traditional concept of the sabbatical.

2. *Professional Development Leaves should be part of a centrally coordinated development program.*

This could be accomplished by the following actions:

- Assign the Director of Instructional Development to chair the Staff and Program Development Committee.
- Assign the Director of Instructional Development as the administrator responsible for the creative and administrative aspects of the Professional Development Leave program.
- Assign the Director of Instructional Development the responsibility for the developmental results of such a program.

3. *The college should commit $50,000 a year for the continuing development and retraining of its professional staff under this coordinated development program.*

This could be accomplished either by allocating general operating funds or through a combination of SPD and general funds. Such a commitment represents approximately three-tenths of one percent (.3%) of the anticipated budget for the college in 1981-82. This figure could provide funding for three to four percent (3-4%) of the full-time instructional staff to pursue development leaves.

At present, the college absorbs fifty percent (50%) of the salary costs for CID Center participants. This program ends in December, 1981. At that time, these monies could be diverted to the Professional Development Leave program as part of the general fund obligation.

It might be well to consider, as mentioned above, that SPD funds are used to fund such items as travel and tuition reimbursement, as well as

various innovative projects. A significant amount of college travel money which would otherwise come from general funds is provided by SPD (Valencia traditionally allocates some forty percent (40%) of its SPD resources to tuition and travel). With over $200,000 available through SPD for the areas cited above, the college should be willing and able to commit approximately one-half of one percent (.5%) of its general fund to Professional Development Leaves. Such an investment will yield substantial returns in the areas of educational improvement, individual development, and institutional renewal.[4]

Summary

It is important to recognize that the education environment is changing and will continue to change. In order to remain effective, higher education must be willing to adjust to its environment.

The greatest investment any college makes is in its professional staff. Most institutions now allocate upwards of eighty percent (80%) of their resources to personnel. Yet, without a commitment to continued staff renewal and revitalization, a college is misspending its funds.

This is not a particularly unique concept. Leaders in industry and business have increasingly realized that investment in personnel is essential to a dynamic corporation.

Generally, higher education has recognized this condition as well. The staff development thrust of the last decade provides an example of

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[4]It is important to note that Valencia has assumed the responsibility of recertification of its faculty. This obligation would fit very appropriately under the overall development plan.

institutional concern over teaching effectiveness, faculty needs, and institutional maintenance. However, these programs in their current form are now obsolete. As problems change, so must the response. The prescriptions for the 70's are inappropriate for the ills of the 80's.

As professional mobility has decreased, institutions have become less flexible and personnel fixed. Faculty members now reach mid-career faced with the prospect of expending energy simply to maintain their careers on the same terms that brought them to the mid-point in the first place. This invites a "ritualization of career behaviors." It is a crucial point where faculty must choose between stagnation and diversification.

In the 1970's faculty development emphasized the traditional ideal, the faculty member as teacher/scholar. The "how to" of existing roles was stressed. While this is still valid, the concept must be now broadened to prepare faculty for new and/or revised roles in higher education.[5] We

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[5]A more pragmatic corollary to this is the importance of the shifting market. Valencia is currently addressing this question in modest form. Within the Open Campus, a project is underway to assess the future needs of its constituents. At the core of any such analysis are staffing patterns. While there is more fluidity in Open Campus staffing than elsewhere in the college, it is still an important factor. Any institution which identifies changing needs is faced with the necessity of altering its staffing patterns. No longer able to solve problems by hiring more staff, institutions must now consider retraining their personnel as a viable method of addressing change.

The Career Program Viability Study is another tangible example of this dynamic. While no program is likely to be cut at present, the long range implication of such a study is the elimination of programs no longer deemed viable. The college should already be planning for the personnel implications of such a decision. A professional development program can be one vehicle for addressing such staffing situations.

Still another example at Valencia is the Interdisciplinary Studies Program. At one time a creative and innovative program, it was temporarily halted by staffing problems. It would be prudent to consider the retraining of existing personnel to meet this program need rather than hire additional staff. Even if retraining was not a viable alternative, a successful professional development program should be able to creatively identify resources or alternatives to adding permanent staff.

must recognize that the faculty is a collection of unique individuals who need a variety of incentives and development opportunities.

Development plans of the 1980's must be more holistic. They must consist of multi-faceted approaches to attract a broad cross section of the professional staff. They may still include the traditional sabbatical. They may encourage staff to return for specialized graduate work. More importantly, however, they must develop new links between private enterprise and public education. Under a comprehensive development leave program, faculty and staff in business and nursing and public administration will exchange positions with professionals in the field. College instructors and administrators will take time off to work briefly in another sector of the economy, broadening their understanding of their own professions and of the society at large. Some of these individuals may choose to pursue career goals outside of education after such an experience.

Colleges should encourage their staff to experience another institution. Through national and international networks, colleges can share or exchange employees for their mutual benefit. Regional consortia can and should develop creative ways for professional staff to serve and learn from multiple experiences in separate institutions.[6]

An innovative institution can provide administrative internships for staff members interested in such experiences. These individuals may either pursue new careers within or outside the institution or return to their former positions with a more complete view of the institution. These same creative

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[6]Valencia is already involved in exchange efforts.

institutions can work more closely with professional societies and state agencies to develop an executive exchange program which allows staff to briefly move outside the institution for growth and renewal.

These alternatives to the traditional career ladder must become integral parts of professional development in the 1980's. As a unified program, professional development will allow faculty to retool, recharge and redefine and at the same time develop self satisfaction and insight. What better way to serve institutional goals and improve instruction than through the personal and professional growth of the professional staff.

Appendix A

PROFESSIONAL DEVELOPMENT LEAVE

POLICY AND PROCEDURE

Valencia Community College

I. Purpose

A well-developed leave program is important in providing opportunities for revitalizing the staff and enhancing the professional development of the individual. The Board recognizes the value that can accrue to the college from staff participation in advanced study, related work experience, educational travel, research, and other creative endeavors afforded by a leave program.

The purpose of Valencia's leave policy is to provide a mechanism for staff and institutional revitalization. The institution must be aware in the implementation of such a policy of the need to serve the students and the community. Funding under this policy should be for projects which clearly serve these two interests.

This policy is written in conformity with state regulations (see Appendix B), and allows for funding through the E & G budget.

II. Eligibility

Those professional staff members who have completed three (3) consecutive years of full-time service as employees of Valencia Community College since beginning that service or since the last period of Professional Development Leave are eligible to apply for Professional Development Leave. Unpaid leaves shall not constitute a breach in service for the purpose of Professional Development Leave.

A true sabbatical would require six years of service before the leave was granted. However, the concept of professional development requires that the college be more flexible in its policy. Valencia's faculty is not in a fluid state. The mean educational experience level exceeds thirteen years (13.2). The need for Valencia to remain a dynamic institution requires that it be less rigid in its eligibility criteria. The diversity of personal growth and development with a staff the size of Valencia's requires that the college maintain a policy flexible enough to recognize this diversity.

III. Application

Application for Professional Development Leave shall be made in writing to the appropriate vice president by December 15 of the academic year preceding that for which the leave is desired.

The application will state the specific purpose of the proposed leave from among the following approved purposes: advanced study, related work experience, educational travel, research, and other forms of scholarly or creative endeavor.

Within the broader purpose the applicant will provide specific, detailed information regarding his/her planned activities during the leave period. The applicant must also specify the way in which the planned leave will benefit the institution and the community.

While this appears to be a procedural question, it has significant implications. The college should require evidence of substantive pre-planning by the applicant and clear evidence should be presented indicating the benefits which will accrue to the college and the community.

Politically, there will be a growing demand for colleges to be able to justify professional development as a worthwhile and cost effective process. Therefore, the college must be able to clearly document the community and institutional benefit of such leaves.

IV. Selection Committee

A college-wide committee consisting of faculty and administration shall be appointed by the president to review applications for Professional Development Leave. Applications submitted by December 15 and approved by the appropriate administrators shall be reviewed by the college-wide committee. The committee shall forward its recommendations to the president no later than March 1.

The committee should be broad based to assure credibility and to link the staff with the philosophy behind the policy. The dates are arbitrary.

V. Criteria for Evaluation

The primary factors to be considered in evaluating a leave request are:

1. relative potential benefit to the college, the students and the employee from the leave requested
2. evidence of pre-planning, acceptance, permits, and documents
3. likelihood of project completion
4. excellence of past performance
5. seniority

This section emphasizes future service and places the weight of seniority and past performance at the rear. If personal, professional and institutional vitality are to be the hallmarks of the policy, they must be the leading criteria.

VI. Length of Leave

Professional Development Leave may normally be granted for not more than one (1) full contract year. The Board may extend such leave if it deems such action to be in the best interests of the institution.

This is a variation on the traditional view of either one (1) full or one-half (1/2) contract year. If the college is to emphasize the flexibility and creativity of professional development, it must maintain a policy which allows for that creativity.

VII. Compensation

A. While on Professional Development Leave, the salary the employee would have received if he/she had been in regular service shall be the basis for computing his/her compensation. Salary shall be paid in the same manner as that paid during regular service.

B. Staff members who select a full contract year leave will receive one-half (½) of their contract year salary. Those who select one-half contract year or less will receive full contract year salary.

The salary rate for an employee on Professional Development Leave shall be reduced by the amount that his/her earnings from outside sources, while on leave, exceed the earnings he/she would have earned during the academic year had he/she not been on leave.

C. Fringe benefits in effect at the time the leave commences shall continue during the tenure of the approved leave.

D. Professional Development Leave shall count for salary increment and for retirement benefits.

While policies vary substantially across the country, this is the most common approach to compensation. It should, however, be flexible enough to allow for creative funding patterns such as sharing expenses with private industry or personnel exchanges.

The wording of subsection B is meant to imply that the employee may earn beyond the base salary but not more than he/she might have earned on an extra-service assignment at Valencia (i.e. a single or double overload).

Additionally the college might want to consider a more flexible compensation schedule linked with years of experience. For example, as an incentive to those reluctant to buy into the package at three years of service and 50% of salary for a full year, the institution might sweeten the pot up to 60% of salary after six years and 75% of salary after ten years. The problem here is that many Valencia employees already qualify for the ten-year package.

VIII. Return to Service

Recipients shall contract to serve the college for two (2) years after completion of the Professional Development Leave. The grantee shall indemnify the college against loss in event of failure to render two (2) years' service after returning from leave by furnishing suitable bond, or by executing a contract in a form approved by the Board of Trustees binding the employee to return for at least two (2) years.

As a public institution, it seems prudent to include this as a part of the policy. When public funds are used, the college should be seen as investing in the future of the institution.

The problem here emerges when and if the college finds itself willing to see some of its staff relocated either for their own growth or to avoid a

reduction in force. If that eventuality arises, the college might want to revise this section of the policy.

IX. Professional Development Leave Report

Within three months following his/her return from a leave, the employee shall submit to the Board through the president a report that identifies the objectives accomplished during the leave and the benefits which accrued to the college, the community, and the leave recipient.

An important part of the policy is a report at the conclusion of the leave experience. Everyone should be aware from the outset that accountability is a significant consideration. Again the policy should emphasize through this section the significance it places on benefits to the college, the community and the recipient.

X. Leave Allocations

The number of Professional Development Leaves granted within a given year shall not exceed four percent (4%) of the total number of full-time professional personnel employed at the college as of July 1 of each year. Unawarded leaves shall not be cumulative.

OR

The number of Professional Development Leaves granted within a given year shall be at the discretion of the Board of Trustees.

The choice here is between a specific figure or no figure at all. The specific (4%) allows flexibility below that figure but also creates an expectation which, in less solvent times, may be unrealistic.

Leaving the figure totally at Board discretion creates tremendous flexibility but may allow the college to fall behind on an important commitment to institutional revitalization, only to realize too late that it should have acted more aggressively.

THE SABBATICAL AND SPD FUNDS

Florida Administrative Code terminology as it applies to community colleges identifies the sabbatical as a form of extended professional leave as being primarily for the benefit of the employee rather than the community college.

> 6A-14.43 Definition of professional and extended professional leave. Professional leave is defined as leave granted to an employee to engage in activities which will result in his or her professional benefit or advancement, including earnings of college credits and degrees, or that will contribute to the profession of teaching or to the benefit of the institution. Extended professional leave is such leave extending for more than thirty (30) consecutive days. Professional leave or extended professional leave ordinarily will be initiated by the employee and will be primarily for his or her benefit or that of the teaching profession, and only incidentally for the benefit of the board. Compensation during professional leave, or extended professional leave, including sabbaticals, may be allowed as provided by State Board of Education Rules or board of trustee rules.

The Florida Administrative Code defines and restricts staff development that is funded with staff and program development (SPD) funds to activities primarily for the benefit of the community college rather than the employee.

> 6A-14.913 Guidelines for staff and program development and activities. (1)(a) . . .The development of staff is the improvement of staff performance through activities which update or upgrade competence specified for present or planned positions. . . (2). . .Staff and program development funds are not to be used to

help finance the staff salaries and benefits package. The direct benefit from staff and program development is to be to the college rather than the staff members personally and is to be documented in each instance.

Definitively and etymologically, the sabbatical is a period of rest. While it may take the form of study or travel related to instruction or an instructional discipline, the sabbatical is for relaxation and the personal benefit of the staff member.

The developers of the language quoted above did not intend to exclude the extended professional leave from eligibility for staff and program development funding. They did intend that such funding be used only when the direct benefit from extended professional leave is to the college rather than staff members personally, with the direct benefit documented in each instance.

Submitted by: Frederick W. Atherton
Division of Community Colleges, Tallahassee, Fla.1

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1 FASPD Dispatch, Vol. IV, No. 3, September 1980.

Appendix C

	BREVARD	BROWARD	DAYTONA BEACH	EDISON	FLA. J. C. JAX	FLORIDA KEYS	GULF COAST	HILLSBOROUGH	INDIAN RIVER	LAKE CITY	LAKE-SUMTER	MIAMI-DADE	NORTH FLORIDA	OKALOOSA-WALTON	PASCO-HERNANDO	PENSACOLA	P.N.K.	SANTA FE	SEMINOLE	ST. PETERSBURG	TALLAHASSEE	VALENCIA	PALM BEACH	COMPTON(CA.)	FOOTHILL-DE ANZA	LOS ANGELES	PERALTA	OAKLAND(MICH)	BROOKDALE(N.J.)	NASSAU(N.Y.)	DALLAS	WASHINGTON STATE
Philosophy																																
a) Applicant Benefit			x	x	x	x		x	x		x	x		x		x	x			x	x								x			
b) Institutional Benefit	x	x					x	x			x	x	x		x			x	x			x	x	x	x	x	x	x		x	x	x
Eligibility																																
Numbers or Percentage Eligible		4%					2%	4%	5%		3%		5%	1								2%	4%	90c			5%	4.5%		4%	
Return to Service Requirements																																
Two years after leave	x													x									x		x				x			
Period equal to time on leave											x															x					x	
Period twice the time on leave			x	x										x				x		x				x	x							
Commitment to Return																					x											
One year following leave					x		x	x	x	x		x	x						x			x						x				
Number of Years Prior Service																																
Years necessary to become eligible	3	6		5	5	3	7	6	3	1+2	3	5	3,7	3		7	5	5	7	7	5	3	6	7	6	6	6	3,6	7		7	
Compensation																																
Percent of full year salary *(see page 2 for variations)	*	*		100	60		*	50	60	50		75	50	50	*	*	75	100	67	50	50	50	*	*	*	50	*	*	*	*		*
Selection Process																																
Committee Process	x	x		x	x		x	x		x				x		x	x		x	x	x	x	x		x		x		x	x	x	x
Presidential Selection			x						x		x	x	x		x									x		x			x			
Seniority																		x														

Institution	Leave Compensation	
Brevard	One term	at 100%
	Full year	at 67%
Broward	One term	at 50%
	One term	at 100%
	Full year	at 50%
Gulf Coast	Period of leave	at $800/mo. max.
Palm Beach	Two terms	at 75%
	One term	at 100%
Pasco-Hernando	Full year	at $5000 max.
Pensacola	Half year	at 100%
	Full year	at 50%
*Compton	Period of leave	at 50%
Foothill-DeAnza	One quarter	at 85%
	Two quarters	at 80%
	Three quarters	at 75%
Peralta	One term	at 100%
	One year	at 67%
Oakland	One semester	at 50%
	One spring term	at 100%
Brookdale	Half year	at 100%
	Full year	at 50%
Dallas	Half year	at 100%
	Full year	at 50%

**Washington State

*50% or difference between regular salary and that of a substitute, whichever is greater.

**Remuneration shall not exceed average of highest quartile of rank order of all full-time faculty holding academic year contracts.

Appendix D

Follow-Up Report
on
Professional Leave in Washington State
Public Colleges and Universities
Fiscal 1979

As part of the work for this project the 1979 Washington State Professional Leave Report was reviewed for its possible relevance to Valencia's policy needs. In addition to including the material in the chart in Appendix C, it is reproduced, in part, as a separate appendix.

Each state college and university was asked to respond to a state-wide survey which was designed to assess the activities and productivity of the state's professional leave policy. Below are pertinent exerpts from the report.

Question 1: *Approximately what percent of those applying for professional leave are granted leave in any academic year?*

Replies to this question varied from twenty-five percent of those applying to one hundred percent. The state has fixed a maximum of four percent (4%) of total FTE Faculty and Exempt staff.

Institutional Responses:

Highline Community College responded, "Faculty typically consult with division members, division chairmen, and instructional deans prior to submitting the required proposal. Most proposals that do not conform to institutional objectives are discouraged at that point rather than being rejected after submission of a formal proposal to the Educational Leave Committee."

Question 2: *What institutional official or committee is responsible for recommending that an applicant be granted leave and on what specific criteria is that decision based?*

The common thread in all responses is the involvement of faculty on all committees in the leave process with administration and students represented less often. Committees would review and recommend to the president or provost.

Institutional Responses:

Process:

Peninsula College Five tenured faculty members appointed by Faculty Association President. The committee recommends to the president, who then takes final recommendations to the Board.

Bellevue Community College A Faculty/Administrative Sabbatical Leave Committee consists of four faculty and two administrators. The purpose of the leave is evaluated in the context of the applicant's position at the college and how the leave might enhance the individual's performance in that position.

Highline Community College Educational Leave Committee composed of the Dean of Instruction, five faculty members elected by the faculty-at-large, and one student representative selected by the Student Senate. The committee recommends to the president and the procedure requires approval of the trustees.

Tacoma Community College The Faculty Professional Leave Committee recommends candidates to the president of the college. The Board of Trustees has the authority to grant leaves.

Criteria:

Highline Community College

1) Work or study directly concerned with programs at Highline Community College, planned with college officials, and/or work or study in a formal program directly concerned with the assigned teaching field.
2) Other work or study resulting in professional improvement of the college staff, including acquiring practical experience through employment or other applications of skill and knowledge related to the college assignment.
3) Special consideration should be given to the quality of the proposed project.
4) When professional leave plans are considered equally meritorious, using the criteria above, the committee can then consider length of service to the college and the number of quarters of professional leave already granted as valid criteria.
5) Faculty members having received a full year's leave within the last six years shall receive a low priority in the committee's deliberations.

Tacoma Community College

1) Needs of the college.
2) Seniority.
3) Previous leaves.
4) Applicant's plans and demonstrated ability to conduct the activities in the leave request successfully.

Question 3: *What official is responsible for determining that the purposes of the leave were fulfilled?*

In most instances the responsibility rests with the president.

Institutional Responses:

Tacoma Community College The college submits all questionable cases to the Faculty Professional Leave Committee.

Shoreline Community College The union agreement specifies that the recipient of a leave must report any change in plans to the selection committee. The Board of Trustees reviews all reports submitted by sabbatical recipients upon return. Presumably the Board would alter future agreements if they felt the present arrangement was not effective.

Question 4: *What official or committee evaluates the institutional benefits of the leave accomplishments?*

This is done either by the same committee which evaluates applicants or by the chief academic or administrative officer.

Question 5: *Is there documentation on file which evaluates the leave?*

Institutional Responses:

Everett/Edmonds Community College The recipient submits a written report and/or evaluation concerning his/her professional leave activities to the Board of Trustees. This documentation is accessible.

Highline Community College A report summarizing the experience was completed and submitted to the president and the Board of Trustees. The report is available to interested parties. Such reports are required

for each funded educational leave and must focus on the achievement of objectives that formed the basis for awarding the leave.

Question 6: *Provide specific information regarding leave recipients, their goals and the expected impact on the college.*

Institutional Responses:

Bellevue Community College Study, research and creative activities for the enhancement of the institution's instructional and research programs. The particular individual teaches in the sociology area and his leave involved the study and research of many sociological aspects of our current American culture.

Clark College Purpose to study in London for one year researching museums and libraries for new perspectives for classes, thereby giving the college more to offer the students.
Professional development to enrich the offerings to the students enrolling in history at Clark College.

Everett/Edmonds Community College All leaves are granted as professional leaves for individual advancement and improvement in the academic employee's discipline. Recipient was an electronics instructor. Purpose of the leave was to pursue advanced study in the discipline and obtain field experience.

Highline Community College Designing a cost accounting system for a local contracting firm; spending time in an accounting office actually doing some crediting, management, advisory service, and tax work; continued participation in professional development seminars and maintained various committee assignments with the American Accounting Association and the Washington Society of Certified Public Accountants.

The instructor teaches accounting. The leave allowed her to work in applied accounting in the private sector. The college believes practical experience to be very valuable for faculty engaged in occupational programs.

Peninsula College

1) Updating in the areas of teaching assignments.
2) Developing a background which would be useful for curriculum improvement.
3) Becoming familiar with problems of the transfer student.
4) Becoming aware of the activities of state, federal, and industrial chemistry labs in the Greater Seattle area. Individual teaches chemistry and leave activities were in the chemistry area and in the study of computer-related instruction.

Shoreline Community College To broaden knowledge of mathematics, particularly in the area of statistics and in the area of the application of mathematics to other fields. This sabbatical provided recipient with knowledge and insights which should greatly improve her effectiveness as a mathematics teacher.

Tacoma Community College

a) Experience gained will make it possible for faculty member to pass on to business and accounting students a greater degree of realism.
b) Faculty member will be better qualified to teach in such areas as auditing and tax where practical application is imperative for worthwhile instruction.
c) This time is applicable for vocational certification which requires two years of accounting experience for all accounting instructors.

d) CPA requirements will be met upon completion of one year's public accounting experience and upon obtaining a passing score in the auditing portion of the CPA exam. This distinction brings an element of prestige to TCC and adds to the credibility of the instruction.

He is now employed as the College Business Manager. The experience gained during leave is applicable to many facets of the business affairs of the college. Should the individual return to classroom instruction, those items outlined above under "purpose" would be applicable.

PROFESSIONAL LEAVES

Public Two-Year Institutions

Fiscal 1979

Institution	FTE Staff Leaves	Percent of Eligible FTE's	Total Leave Remuneration	Total Replacement Costs	Total Program Costs	Contract Salaries	Difference
Community Colleges (22)	34.70	1.3 (AVE.)	522,777	348,399	871,176	900,191*	(29,015)**

* Total salaries which would otherwise have been paid to persons on leave.

** This total has been impacted by a collective bargaining agreement at Shoreline Community College and State Small College provision at Big Bend and Peninsula.

APPENDIX E CONTAINED A COPYRIGHTED REPRINT OF

"Externships: Two-Way Street," by Peter G. Bridge
Community and Junior College Journal; v51 n1 September 1980
p. 35-38.

VALENCIA COMMUNITY COLLEGE

Appendix F

INCOME ANALYSIS FROM 1967-68 TO 1980-81

Fiscal Year	State Dollars Per FTE	Student Fees Per FTE	Total Income Per FTE*	Consumer Price Index**	Dollars Needed From State and Student Fees Per FTE to Match 1967-68 Funding Using Consumer Price Index to Equate Dollars	Difference Between Actual Funding and Funds Needed Because of Inflation to Match 1967-68 Level of Funding Per FTE
1967-68	$ 788.39	$248.83	$1,037.22	100.0%	$1,037.22	$ -0-
1968-69	698.03	190.35	888.38	104.5	1,083.89	195.51
1969-70	675.56	197.99	873.55	110.2	1,143.02	269.47
1970-71	720.13	209.44	929.57	116.7	1,210.44	280.89
1971-72	742.74	274.68	1,017.42	121.8	1,263.33	245.91
1972-73	818.44	291.38	1,109.82	125.5	1,301.71	191.89
1973-74	892.09	297.03	1,189.12	132.7	1,376.39	187.27
1974-75	853.55	305.13	1,158.68	148.0	1,535.09	376.41
1975-76	874.66	372.49	1,247.15	162.3	1,683.41	436.26
1976-77	873.52	395.35	1,268.87	171.1	1,774.68	505.81
1977-78	1,066.34	458.87	1,525.21	182.6	1,893.96	368.75
1978-79	1,110.75	457.37	1,568.12	196.7	2,040.21	472.09
1979-80	1,234.24	513.56	1,747.80	218.9	2,270.47	522.67
1980-81	1,278.93	532.15	1,811.08	247.8	2,570.23	759.15

*Full-time Equivalent Student

**Taken from Monthly Labor Review, July 1 each year. The 1967-68 figure represents the base year or 100.0%

Revised 2/6/81

DOLLARS APPROPRIATED PER F.T.E.
K-12, COMMUNITY COLLEGES, UNIVERSITIES
YEARS 1972-73 TO 1980-81
(COMPARED TO CONSUMER PRICE INDEX: BASE YEAR 1972-73 = 100)

This graph was developed from Florida's Ten Year Summary of Appropriations Data, 1971-72 through 1980-81", Volume 3, September 1980, published by the Office of Planning and Budgeting, Executive Office of the Governor. The CPI figures are published by the U.S. Department of Labor. This graph compares general revenue appropriations per FTE for K-12, Community Colleges, Universities with the Consumer Price Index (CPI). The 1972-73 year was used as a base for computing a rate of change for each year. Thus, the CPI will have increased 103% by the end of 1980-81. Dollars appropriated per FTE for K-12 increased 116% during this period and University dollars per FTE rose 95%. This is the smallest increase in Florida's educational system and is less than half of the increase of the CPI. By examining the slope of the lines, it is evident that the Community College system is falling further behind the rate of inflation and far below the Universities and K-12. The overall implication of this graph would be that, historically, Florida's Community Colleges general revenue appropriations per FTE have not kept pace with the rate of inflation and this disparity will continue based upon the current year estimates.

STATE APPROPRIATIONS (CR) (IN THOUSANDS)

YEAR	K-12	CC *	UNIVERSITY
1972-73	$ 745,125	$110,922	$191,196
1973-74	946,307	121,970	224,086
1974-75	1,030,000	149,837	250,514
1975-76	1,041,227	158,660	258,038
1976-77	1,068,450	162,550	272,308
1977-78	1,164,200	180,261	292,999
1978-79	1,286,436	193,304	328,241
1979-80	1,582,511	222,153	385,633
1980-81	1,739,554	245,989	430,940

NUMBER OF FTE STUDENTS

YEAR	K-12	CC	UNIVERSITY **
1972-73	1,484,016	120,666	69,855 x 4/3 = 93,140
1973-74	1,561,617	129,811	73,940 x 4/3 = 98,587
1974-75	1,601,201	152,423	77,539 x 4/3 = 103,385
1975-76	1,624,827	159,467	79,846 x 4/3 = 106,461
1976-77	1,624,200	161,910	76,505 x 4/3 = 102,007
1977-78	1,621,530	169,281	78,149 x 4/3 = 104,199
1978-79	1,608,532	170,606	78,495 x 4/3 = 104,660
1979-80	1,599,874	174,917	81,156 x 4/3 = 108,208
1980-81	1,619,742	179,301	80,927 x 4/3 = 107,903

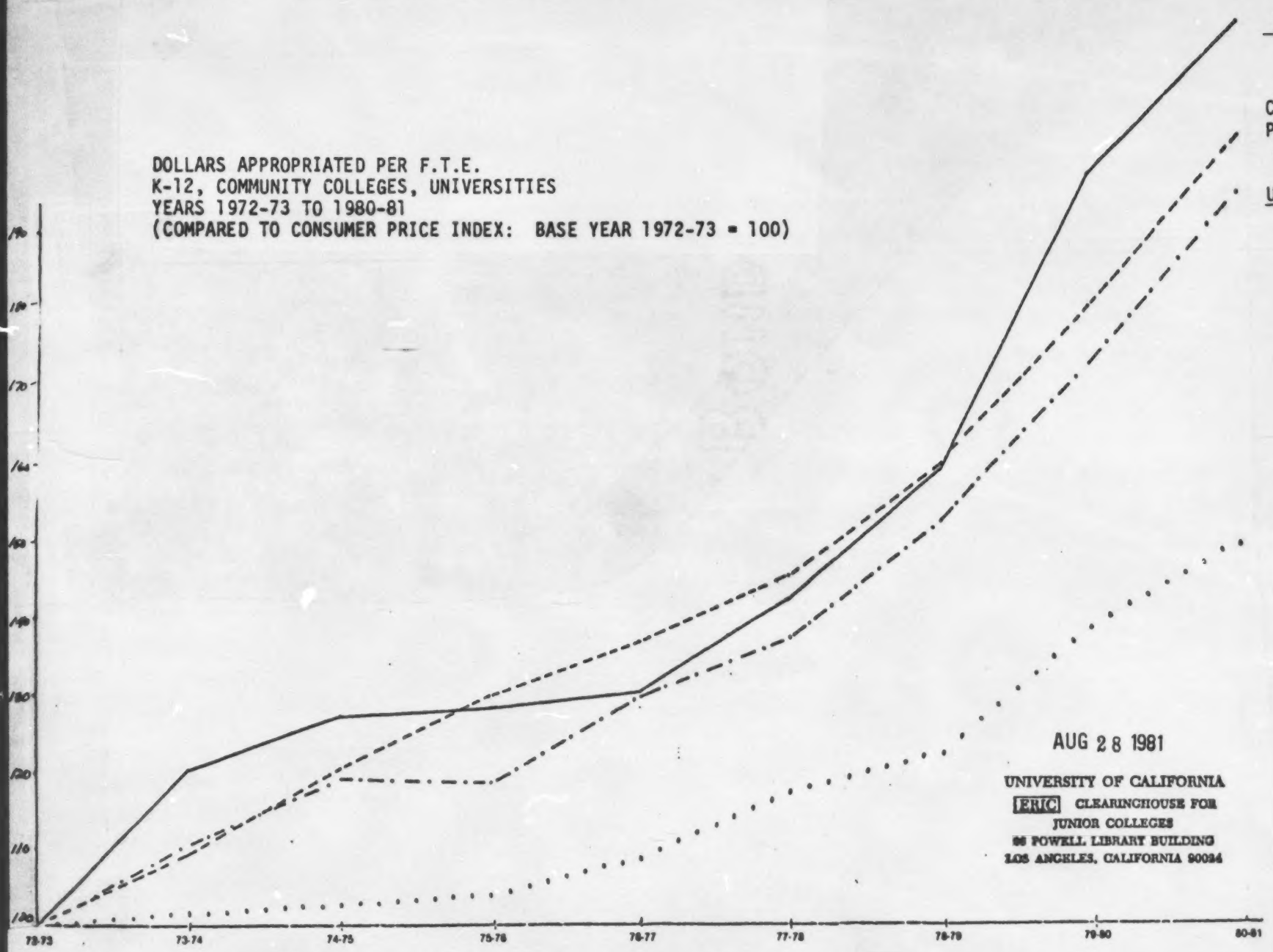
DOLLARS/FTE - STATE APPROPRIATION (GR)

YEAR	K-12	CC	UNIVERSITY
1972-73	$ 502	$ 919	$2,053
1973-74	606	940	2,273
1974-75	637	957	2,452
1975-76	641	984	2,424
1976-77	658	1,004	2,669
1977-78	718	1,065	2,812
1978-79	800	1,133	3,136
1979-80	989	1,270	3,564
1980-81	1,086	1,372	3,994

DOLLARS PER FTE TO INDEX NUMBERS

YEAR	K-12	CC	UNIVERSITY	CPI
1972-73	1.00	1.00	1.00	1.00
1973-74	1.21	1.02	1.11	1.09
1974-75	1.27	1.04	1.19	1.21
1975-76	1.28	1.05	1.18	1.30
1976-77	1.31	1.09	1.30	1.37
1977-78	1.43	1.16	1.37	1.46
1978-79	1.59	1.23	1.53	1.60
1979-80	1.97	1.38	1.74	1.81
1980-81	2.16	1.49	1.95	2.03

DOLLARS APPROPRIATED PER F.T.E.
K-12, COMMUNITY COLLEGES, UNIVERSITIES
YEARS 1972-73 TO 1980-81
(COMPARED TO CONSUMER PRICE INDEX: BASE YEAR 1972-73 = 100)



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